

RTS, SEN Doc 2021

RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for Special Educational Needs and Disabilities

This policy is in line with the final draft Code of Practice which was ratified by parliament for use from September 2014.

The SENCO is Mrs Emily Styles.

The Designated Governor is Mrs Jan Johnson

The SEND or Managers with responsibility for monitoring SEND are Mr A Symonds and Mrs E Crisell.

We believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The SEND Policy provides the agreed framework for everyone in school. It ensures that we are clear about our roles and responsibilities with regard to meeting the needs of children with SEND.

SEN Information Report 2021

This policy is supported by the school's SEN Information Report which is updated annually and published on the school's website. This report outlines in detail how the school meets its statutory duties when supporting pupils with SEN. A copy is attached to this policy.

Our Mission Statement

Richard Taylor School is a caring Christian community where all children in our safekeeping learn:

- o Knowledge with skills
- o Friendship with respect
- o Confidence with humility
- o Service with responsibility
- o The resilience to succeed
- o That they are loved as children of God

Commitment

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Richard Taylor CE Aided Primary School is committed to being a fully inclusive school. Our Christian ethos is central to our belief that all members of our community should be valued and supported.

This policy reflects the core aims of the school :

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Definition

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Children must not be regarded as having learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

N.B. Gifted children are not included in DfES definition of SEND and not covered by the Code of Practice Act.

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and class provision maps and ensure that strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- The SENCO offers advice to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All students have individualised targets.
- Provision maps are shared so that staff, pupils and parents know what reasonable adjustments are available.
- The training budget for staff is transparent.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.
- The school's SEN Statement is published on both school and LA website and is attached to this policy.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from outside agencies using the NYCC referral system.
- Some pupils will have individualised provision maps (Goals Maps), behaviour plans, risk assessments, inclusion passports, health care plans or educational health care plans.

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- Pupil-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance.
- The SEN governor will meet termly with the SEN coordinator to ensure that the school is meeting the needs of pupils with SEN.

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Analysis of information and data about the school

Governors' Responsibility

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND

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- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding
- Respond promptly to any concerns and correspondence from parents relating to the schools provision for pupils with SEND.

Legal Requirements

Governing bodies and the LEA have regard to the Code of Practice drawn up by the Secretary of State for Education (September 2014)

Role of SEND Co-ordinators

1. To have a leading role in the evaluation of the policy.
2. To advise colleagues/governors on SEND matters.
3. To liaise with external agencies together with Head Teacher and Class Teacher in organising, ordering and managing SEND resources.
4. To keep full and accurate records of children identified on the SEND register.
5. To support class teachers in making sure that all SEND documentation, including class provision maps are effective and up to date.
6. To co-ordinate the training and development of Teaching Support Assistants.
7. To lead staff training on key areas when appropriate.
8. To work with other school networks.
9. Attend regular liaison meetings with the SMT to ensure that SEND provision is considered in the light of school development priorities.

Role of Class Teacher

- To be proactive in the initial identification of SEND.
- To have responsibility for children's learning.
- To work in partnership with others who offer support and expertise.
- To build and develop partnerships with those who have parental responsibility.
- To ensure the class provision map accurately reflects the needs of their class and supports the progress of all pupils with identified SEND.
- To ensure that individual provision maps (Goals Maps) accurately reflect individual needs and supports the progress of a child with an EHC plan or those in need of specific additional and different support.

SEND Support

In some cases the school will work in partnership with outside agencies to meet the needs of pupils. These agencies may include educational psychologists, enhanced mainstream schools, local authority specialist hub teams, medical professionals, speech and language therapists, CAMHS and other outside agencies.

The school may also work with the Family Support Workers to develop stronger links between home and school to support the progress of the child.

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School model for identification, assessment, monitoring and review of special needs

Placing children on the school register of Special Educational Needs

When a child is identified as having SEND the class teacher and SENCO will:

- Ensure that parents are kept informed from the start of any SEND provision and notified of any changes.
- Individual provision maps (Goals Maps) will be shared with parents to communicate SMART targets and progress
- Use appropriate assessment material to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to parents/ carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

What is adequate progress for children with SEND?

Progress which

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- matches or better the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help, social or personal skills
- demonstrates improvements in the child's behaviour for learning

The SEND TOOLKIT and the Code of Practice for SEND available to all teachers in the Head teacher's office supports this policy.

Abbreviations used in the policy

SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Coordinator
C&I	Communication and Interaction (Autism & SLCN)
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

A copy of this policy is available for all parents who request one, from the school office.

Actions Identified to support the development of support for learners with SEND are included in the school development plan.

Other relevant School Policies

- Assessment
- PSHE
- Behaviour
- Anti – Bullying
- Equal Opportunities
- Race Equality
- Disability Discrimination Access and Equality

Reviewed 21/22

Next Review 24/25



Richard Taylor CE Primary School SEN information report

Date: September 2021

Link to SEN Policy: <http://rtsharrogate.com/>

At Richard Taylor Our Vision for Every Child is that they:

'Find friendship, have responsibility, make progress and know that they are loved by God'.

The Christian values of Friendship, Trust, Respect, Determination, Sportsmanship, Peace, Forgiveness, Responsibility and Service were chosen by our children as the values that guide the way that every member of our community lives their daily lives.

Every child has unique strengths and challenges as they grow and develop. The SEND Code of Practice 2015 describes children as having a learning difficulty or disability if they....

- 1. Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- 2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.*

This report shows how we seek to meet the needs of these children as valued members of our learning community.



	North Yorkshire LA expectation of good practice	School offer
<p>Universal Provision</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child’s needs within lessons. They may also be able to share with you the school’s overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.</p>	<p><i>All staff at RTS are committed to providing a high quality inclusive education for every child so that all can make progress, achieving their full potential. The effective monitoring of teaching continues to show all teaching within school is at least good and in many cases outstanding. Lessons are carefully planned to provide challenge and support for every child</i></p> <p><i>Staff use a variety of teaching styles and resources in lessons to support children’s learning. Whole school provision maps, class provision maps and individual provision maps (Goals Maps) are all in place to record the range of strategies and interventions used to meet the needs of individual children. Dr J Johnson is the school’s named SEN governor; she meets regularly with the school’s SENCo, Mrs. Emily Styles, and provides update reports at full governor meetings on provision for SEN within school.</i></p>
<p><i>Code of practice requirements 2015. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <i>• Approaches the teaching/ learning and development of children and young people with special educational needs;</i> <i>• Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i> <i>• Supports and improves the emotional and social development of children and young people with special educational need.</i> 		
<p>Recording Provision,</p>	<p>Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map, known as a Goals Map This should include: -</p> <ul style="list-style-type: none"> <i>• Your child’s voice- what they want people to know about them as individuals and the way they learn</i> <i>• details of any strategies being used to support your child in class;</i> <i>• details of any extra support or interventions for your child</i> <i>• your child’s learning targets;</i> <i>• the next date when your child’s progress will be reviewed.</i> 	<p><i>Children who have been identified as needing additional support will have their targets recorded. At RTS we use the following tools to record interventions and support:</i></p> <ul style="list-style-type: none"> <i>• Inclusion Passports.</i> <i>• Records of Intervention Programmes</i> <i>• Class Provision Maps</i> <i>• Individual Provision Maps</i> <i>• Personalised Pupil Goal Maps</i> <p><i>Records of intervention and provision are reviewed termly and adapted if required to ensure that they accurately meet the needs of children.</i></p>

<p><i>Code of practice requirements 2015. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Identifies the particular special educational needs of a child or young person;</i> 		
Interventions	<p>Schools use a range of evidence-based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress. 	<p><i>At RTS we are able to offer a wide variety of interventions to support the needs of all children.</i></p> <p><i>Interventions are carefully monitored on a termly basis in order to ensure that they have an impact on pupils learning.</i></p> <p><i>Staff receive regular training and support provided by a number of different agencies.</i></p> <p><i>All interventions are recorded on class provision maps and individual provision maps, both are reviewed on a termly basis.</i></p> <p><i>Children with the highest needs are assessed using the BSquared assessment resource which then allows the school to create a highly personalised curriculum with highlighted next steps.</i></p> <p>The School will also use the Boxhall Assessment Tool to identify the correct support package for children who need social and emotional, mental health support.</p>
<p><i>Code of practice requirements 2015. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the services, provision and equipment required by children and young people with special educational needs;</i> 		
Extra Adult Support	<p>There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p>	<p><i>RTS has a large number of highly skilled teaching assistants who support both individuals and groups of children.</i></p> <p><i>At certain times children may need a high level of individual support; however, our aim is always to help children to become independent learners.</i></p> <p><i>Staff receive regular professional development in specific areas of SEND.</i></p>

Code of practice requirements 2015. The SEN information report should describe how the school or setting:

- *Secures the additional learning support available to children and young people with special educational needs;*

Expected progress

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child’s progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress against National Curriculum Age Related Expectations for the end of each age group.

*Intervention strategies use smart targets to assess the progress of pupils over the length of the intervention.
 New Pre-Key stage 1 standards are occasionally used to monitor the progress of pupils with SEND.
 The school uses the BSquared tracking system for children working significantly below the national curriculum. The system allows staff to identify the specific next step to be targeted for individual children.
 The progress of pupils with identified SEND will continue to be monitored against national expectation. RTS currently measures progress against age related expectations.
 Not all children are able to achieve national expectations. Additional support may be needed to help a child make progress.
 The progress of all children is monitored on a regular basis as part of an established whole school framework.
 You will have the opportunity to discuss your child’s progress at the parent consultation meetings and at regular review meetings.
 Staff, including the school’s SENCo Mrs. Styles, are always available to discuss the concerns of any parents regarding their child’s progress.*

Code of practice requirements 2015. The SEN information report should describe how the school or setting:

- *Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;*
- *Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;*

<p>Inclusion Quality Mark</p>	<p>Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.</p> <p>Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school’s aims and vision statement.</p>	<p><i>The school currently holds the IQM at level 4 (enhancing Inclusion) and is firmly committed to ensuring all children feel valued and supported in school.</i></p> <p><i>Ofsted 2017, 'The school lives out its Christian and British values with integrity and fervor. There is a tangible sense of community, care, respect of, and value for, others as soon as you enter the school and as pupils and staff carry out their daily work.'</i></p>
<p><i>Code of practice requirements 2015. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <i>• Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;</i> <i>• Makes activities available for children and young people with special educational needs in addition to the curriculum;</i> <i>• Ensures facilities that are available can be accessed by children and young people with special educational needs;</i> 		

<p>Support from other agencies</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and Local Authority Specialist Hub Teams, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.</p>	<p><i>At times it is useful for the school to request additional support from outside agencies.</i></p> <p><i>RTS has established excellent relationships with professionals from the following agencies.</i></p> <ul style="list-style-type: none"> <i>• Local Authority Specialist Hub Teams</i> <i>• Early Years Advisory Service</i> <i>• Educational Psychologist</i> <i>• School Healthy Child Team</i> <i>• Social Care Team</i> <i>• Speech and Language Therapist</i> <i>• Physiotherapist</i> <i>• Occupational Therapists</i> <i>• Pediatrician Services</i>
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		<ul style="list-style-type: none">• <i>Physical Medical Children's Services</i>• <i>Specialist Pediatric Services</i>• <i>Autism Outreach Service</i>• <i>Young Carers</i>• <i>Compass Phoenix</i>• <i>CAMHS</i>• <i>SENDIAS</i>• <i>Early Help Team</i> <p><i>Professionals from all of the above agencies regularly support staff and children in school.</i></p> <p><i>The school would only contact an outside agency following a discussion with parents.</i></p>
<p><i>Code of practice requirements 2015. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none">• <i>Secures the additional learning support available to children and young people with special educational needs</i>		

<p>On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of your and your child’s hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the age-related levels which your child is working. If you are not sure what these mean, don’t be afraid to ask. On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child’s progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child’s learning at home. <ul style="list-style-type: none"> • Goals Maps sent home so you and your child can discuss individual targets when additional and different targets are set at school 	<p><i>Regular contact with parents is really important for all children with SEND.</i></p> <p><i>All parents have a wide number of opportunities to discuss their child’s progress as outlined in the ‘expected progress’ section of this document.</i></p> <p><i>For some children regular communication takes place on a daily basis through the use of a home school book or contact with a member of staff before and or after school.</i></p> <p><i>The school’s policy for SEND, which can be found on the school website, outlines the framework for identifying pupils with additional needs.</i></p> <p><i>Individual provision maps are shared with parents and updated on a termly basis.</i></p> <p><i>The SENCo, Mrs. Styles, and members of the SMT are always available to liaise with and provide support for parents.</i></p>
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Code of practice requirements 2015. The SEN information report should describe how the school or setting:

- *Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;*

<p>Inclusion Passport</p>	<p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child’s school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>	<p><i>At RTS inclusion passports and individual provision maps are used for some children in order to summarise the support which has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and notes strategies which do not work. It will also note the differences which particular support strategies have made to the child’s learning and progress.</i></p>
<p>Parent Partnership</p>	<p>The SENDIAS team can be contacted through North Yorkshire’s education offices or on 01609 536923. The Information, Advice and Support Service can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<p><i>The SENDIAS Coordinator is available to offer advice, listen to worries of concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. At RTS the SENDIAS Coordinator is Carol Watson; she can be contacted on 01609 536923.</i></p>
<p>Statutory Assessment</p>	<p>For a very few children more help will be needed than is normally available through the school’s own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a SENDIAS Co-coordinator can talk to you about this in more detail.</p>	<p><i>If a child does not make progress despite receiving additional support in school and from external agencies an education health care plan will be requested in consultation with parents and other agencies. This is in order to provide the long-term support that a child may need. This framework has replaced the old system of statutory assessments from September 2014. As part of the process of building a case for an education health care plan staff will ask to meet with families and gather information for an EHCAR (educational health and care assessment request form). The SENCo will help with this, along with input from outside professional agencies.</i></p>

<p>Key contacts</p>	<p>All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p><i>At RTS we operate an open-door policy. Parents and carers are encouraged to speak with the class teacher about any concerns which they might have. They will be able to discuss and support which your child is receiving.</i></p> <p><i>If you wish to discuss your child's needs please contact the SENCo who will be able to talk about how RTS can support children with SEND</i></p> <p><i>Key Contacts:</i></p> <ul style="list-style-type: none">• SENCo Mrs. E Styles.• Headteacher Mr. A Symonds• SEN Governor Dr J Johnson. <p>You can contact any of the above via the school on 01423 563078.</p>
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